

2019-20 School Plan for Student Achievement

College Park/Baywood ES
Abbott/Bowditch MS

October 3, 2019

Goals for this Time

Shared understanding of

- 19-20 SPSA process & key features;
- SPSAs of 2 Elementary Schools & 2 Middle Schools, by focusing on one key strategy & actions

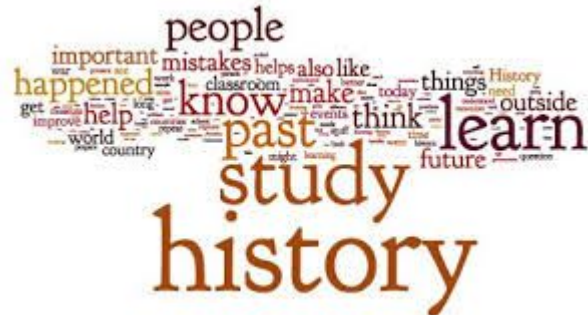
Recommend these SPSAs for Board approval

19-20 SPSA Overview

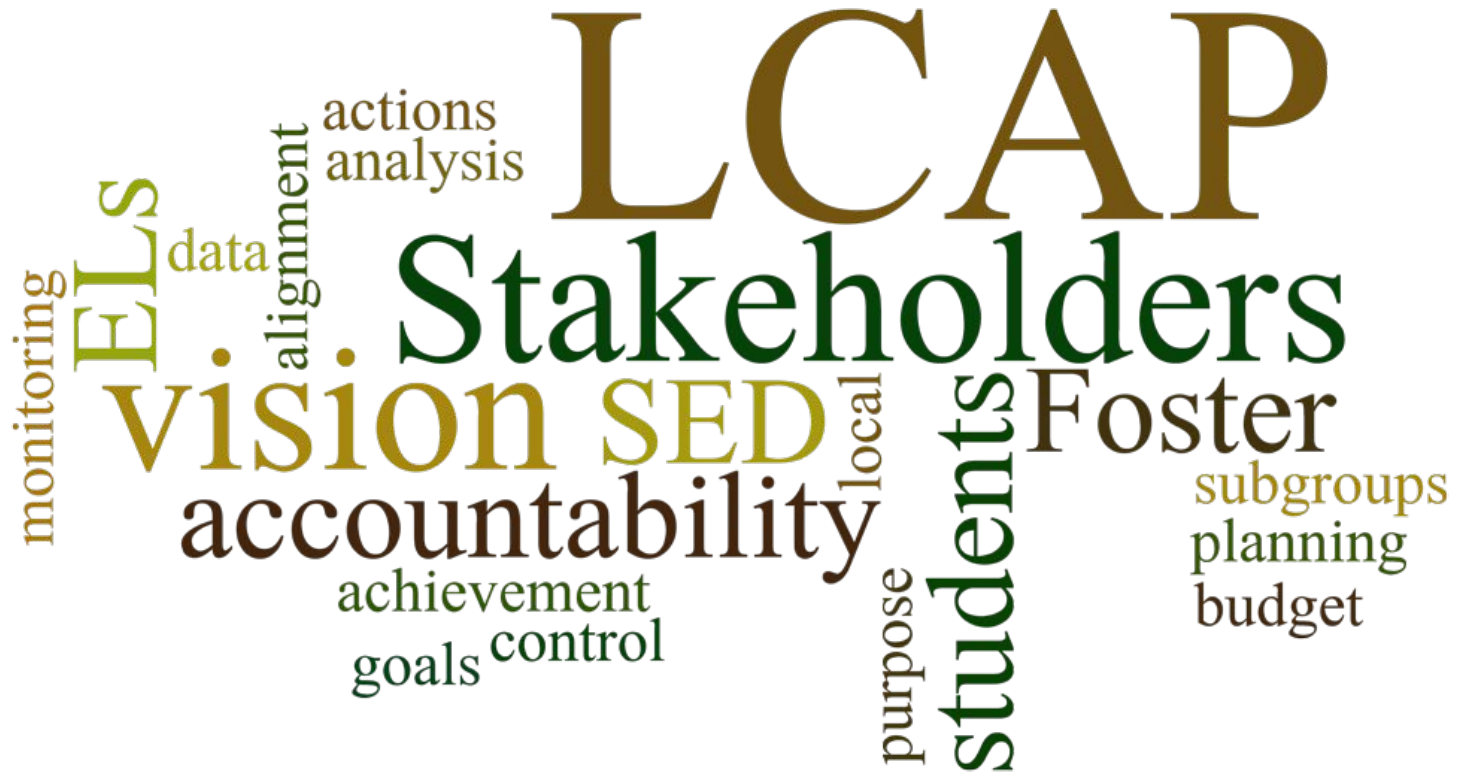
SPSA: The School Plan for Student Achievement



Single Plan for Student Achievement



Align with the District's Local Control Accountability Plan ...



Steps to the SPSAs (February to Now)

Collaborative Inquiry & Planning



1. How are we doing? *(Literacy, Math, Wellness, Family Engagement)*

Understand Our Data

2. Why are we performing this way?

Brainstorm “Causes”

3. What do we continue doing?

Do differently? Start or stop doing?

Identify & plan SPSA Strategies/Actions/Budget

SPSA Goals aligned to LCAP Goal Areas

Academic Achievement

Language & Literacy/Mathematics



Wellness



Family Engagement

SPSA Indicators & Targets aligned to LCAP Indicators & Targets

STATE

Measurable Outcomes

Baseline/Actual Outcome

- 17-18 for Summative Indicators (e.g., SBAC)
- 18-19 for Leading Indicators (Galileo, RI, F&P)

Expected Outcome

- 18-19 targets for Summative Indicators (e.g., SBAC)
- 19-20 targets for Leading Indicators (Galileo, RI, F&P)

SBAC ALL Students Status	10.1 points above	10 points above proficient
SBAC ALL Students Growth	13.4 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-24.9	0 points above proficient
SBAC SED Students Growth	15.3	15 points rise in average distance from proficient
SBAC EL Students Growth	14.7	15 points rise in average distance from proficient
SBAC SwD Growth	n/a	15 points rise in average distance from proficient

SPSA Indicators & Targets aligned to LCAP Indicators & Targets

The logo for San Mateo-Foster County School District (SMFCSD) is a brown, jagged, starburst-like shape. The text "SMFCSD" is written in white, bold, sans-serif capital letters in the center of the shape.

SMFCSD

Galileo All Students Status	35%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	39%	80% of students make Expected Growth
Galileo "Sub-group" Growth	Determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	49% Met Grade Level Benchmark	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	47% Met Expected Growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Determine baseline in 2019-2020	80% of students make Expected Growth

SPSA Strategies aligned to LCAP Strategies

Strategy

Teachers teach ELD standards within the district adopted curricula through integrated whole group lessons and designated ELD lessons four times a week to leveled English Learner groups

Strategy

Teachers provide high rigor/high engagement tasks at a variety of depth of knowledge to ensure rigor and providing continuous communication about the expectation to students using I can content language objectives

Strategy

Teachers utilize LIFESKILLS, Responsive Classroom, and the systems of PBIS with students to support high levels of school engagement and positive social emotional relationships with students and adults.

A Strategy: What we want Teachers/Staff to do with students/families to support students and accelerate their learning

SPSA Actions (the implementation details)

Teachers will engage in on going PD in staff meetings.	No additional cost to site.		0
Teacher will engage in grade level collaboration in teams -	Extra time and/or subs. No additional costs to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Language & Literacy TOSAs to work on coaching teachers and working with students	3.0 Language & Literacy ToSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	251,619.00
		1000-1999: Certificated Personnel Salaries District Title I	118,696.00
Principal & Language and Literacy TOSA observations and feedback and monitoring of teachers	No additional cost to site		0

Actions: What Leaders/Teachers/ Staff do
to ensure the implemented strategy is high quality in all “spaces”

SPSA Budget aligned to LCAP Budget

Teachers will engage in on going PD in staff meetings.	No additional cost to site.		0
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SPSAs

College Park Mandarin Immersion Elementary School

College Park High-Leverage SPISA Strategy:

A focus on Small Group Instruction

How we are working with Teachers/Staff to implement this strategy:

- Teachers collaborated with colleagues from Highlands School to participate in professional learning of **Benchmark Curriculum**.
- Teachers meet in **grade level teams** around data and share best practices on small group instructional strategies.



College Park
Elementary School

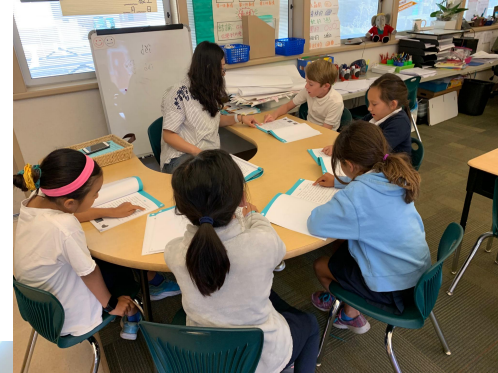
中文沉浸式資優課程

College Park High-Leverage SPSSA Strategy:

A focus on Small Group Instruction

How the Strategy Impacts Students and Families:

- Students have access to **more targeted** instruction.
- Students are **more comfortable** taking learning risks.
- Students are given **more opportunities** to interact with one another and build their social emotional and language skills.



College Park High-Leverage SPSSA Strategy:

A focus on Small Group Instruction

What Site & Central Resources are we using to support this strategy?

- 3 days of **Benchmark training**
- **Data Meetings** support classroom teachers to identify specific needs of a student.



College Park High-Leverage SPISA Strategy:

A focus on Small Group Instruction

How we are Measuring our Impact:

- F&P assessment
- Galileo
- CAASPP
- ACTFL Proficiency Guidelines
- California Healthy Kids Survey

The screenshot displays the ACTFL (American Council on the Teaching of Foreign Languages) website. The header includes the ACTFL logo and navigation links: STORE, COMMUNITY, SIGN UP, and LOG IN. A search bar is located on the right. The main navigation bar lists: ABOUT ACTFL, CONVENTION & EXPO, MEMBERSHIP, ASSESSMENT & PD, PUBLICATIONS, ADVOCACY, and NEWS. The left sidebar shows the 'ACTFL PROFICIENCY GUIDELINES 2012' with a list of languages: Arabic, Azerbaijani, Chinese (selected), English, French, German, Indonesian, Japanese, Korean, Portuguese, Russian, Spanish, Turkish, and a Glossary. The main content area is titled 'CHINESE' and features two sections: 'SIMPLIFIED CHARACTERS' and 'TRADITIONAL CHARACTERS'. Each section has four buttons: SPEAKING, WRITING, LISTENING, and READING. Below these is a funnel diagram representing the ACTFL Proficiency Scale. The funnel is divided into five color-coded sections: yellow (top), orange, green, blue, and grey (bottom). The levels are listed on the right side of the funnel: DISTINGUISHED (yellow), SUPERIOR (orange), ADVANCED HIGH (green), ADVANCED MID (light green), ADVANCED LOW (light blue), INTERMEDIATE HIGH (blue), INTERMEDIATE MID (light blue), INTERMEDIATE LOW (light blue), NOVICE HIGH (light blue), NOVICE MID (light blue), and NOVICE LOW (grey). The ACTFL logo is at the bottom right.

ACTFL PROFICIENCY GUIDELINES 2012

- Arabic
- Azerbaijani
- Chinese**
 - Simplified Characters
 - Traditional Characters
- English
- French
- German
- Indonesian
- Japanese
- Korean
- Portuguese
- Russian
- Spanish
- Turkish
- Glossary

CHINESE

SIMPLIFIED CHARACTERS:

SPEAKING WRITING LISTENING READING

TRADITIONAL CHARACTERS:

SPEAKING WRITING LISTENING READING

ACTFL PROFICIENCY SCALE (Funnel Diagram):

- DISTINGUISHED
- SUPERIOR
- ADVANCED HIGH
- ADVANCED MID
- ADVANCED LOW
- INTERMEDIATE HIGH
- INTERMEDIATE MID
- INTERMEDIATE LOW
- NOVICE HIGH
- NOVICE MID
- NOVICE LOW

ACTFL

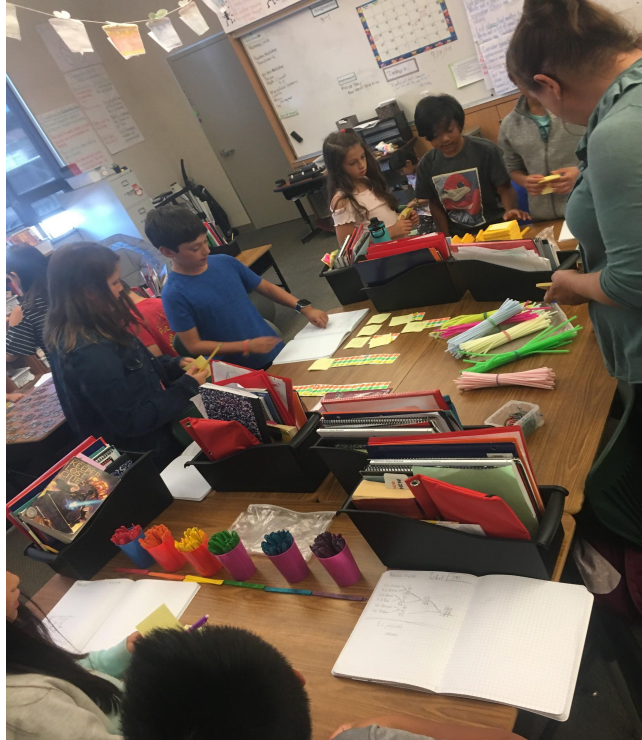
Baywood



Baywood
ELEMENTARY SCHOOL

Baywood's High-Leverage SPSA Strategy:

A Focus on Tier 1 Math instruction



How we are working with Teachers/Staff to implement this strategy :

- Teachers engage in professional learning one Tuesday each month to learn about **SMFC Math Strategies**.
- They collaborate in grade level meetings to analyze student work using **MARS tasks**, **Benchmark Assessments** and Counting Collections data.
- Teachers have opportunities to **observe colleagues** within our school and across the district.

Baywood's High-Leverage SPSA Strategy:

A Focus on Tier 1 Math instruction

How the Strategy Impacts Students/ Families:

- Students will be deeply engaged in the **Standards of Mathematical Practices** and provided with ample opportunities to interact in meaningful ways.
- A classroom focused on **Tier One Instruction** ensures rigorous content and tasks that meet the needs of all mathematicians.
- We will host two **Family Math Nights** where students and parents engage in math tasks together.



Baywood's High-Leverage SPSA Strategy:

A Focus on Tier 1 Math instruction

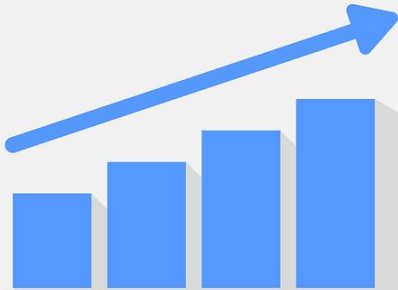


What Site & Central Resources are we using to support this strategy?

- A cohort of teachers will have the opportunity to participate in the **SVMI training** as well as **Counting Collections**.
- Teachers will be released to **visit classrooms** participating in the Block Grant.
- Principals will collaborate with **District Math TOSAs** about the SMFC Math Strategies and site-based professional development.

Baywood's High-Leverage SPSA Strategy:

A Focus on Tier 1 Math instruction



How we are Measuring our Impact :

- Students will meet growth targets as measured by **Galileo** and **CAASPP**.
- **MARS tasks**, as well as, **math benchmark assessments** will be used as a formative assessment so teachers can align their instruction to student needs.

Abbott Middle School



ABBOTT
Middle School

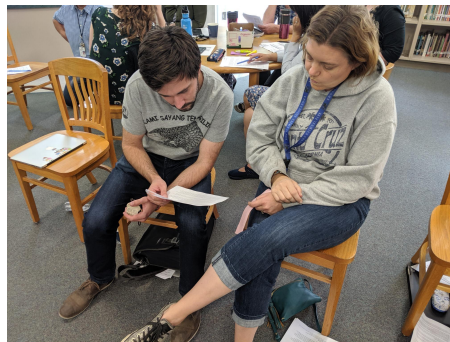
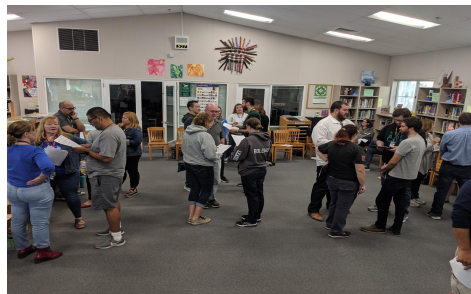
Abbott's High-Leverage SPSA Strategy:

A focus on Core “2-Shifts” Instruction across all content.

How we are working with Teachers/Staff to implement this strategy:

We are focusing on 2 of the 3 “Shifts” in the ELA/ELD Frameworks across all content areas: **Academic Discourse** and **Accessing Complex Text**.

We launched this work on **September 20th** and will continue during **Tuesday staff meetings**, in grade level and department **teams**, and with our TOSA modeling lessons in the **classrooms**.



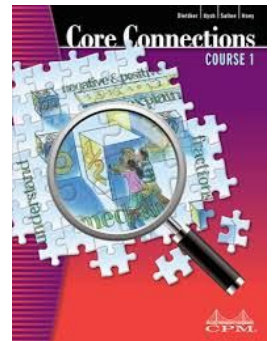
Abbott's High-Leverage SPSA Strategy:

A focus on Core “2-Shifts” Instruction across all content.

How the Strategy Impacts Students:

We are focusing on **strategies** that will increase student engagement and give students strategies to access **Curriculum** so that they are learning **grade level standards**.

Students will be **more engaged and successful** with their classwork which will increase family engagement.



Abbott's High-Leverage SPSA Strategy:

A focus on Core “2-Shifts” Instruction across all content.

What Site & Central Resources are we using to support this strategy?

We have hired **two TOSAs** with LCAP funds. Our Language and Literacy TOSA is meeting regularly with teams and is facilitating staff PD. Our Math TOSA is supporting this work in our math classrooms.

We are supporting our **ILT teacher leaders** to meet weekly to lead department and grade level teams, using LCAP funds.



Abbott's High-Leverage SPSA Strategy:

A focus on Core “2-Shifts” Instruction across all content.

How we are Measuring our Impact:

Student data:

- CAASPP--ELA/Math
- Galileo--ELA/Math
- Reading Inventory

Teacher Feedback:

- Exit slips from Professional Development





Bowditch Middle School

Bowditch's High-Leverage SPISA Strategy:

Supporting all students with Restorative Practices

How we are working with Teachers/Staff to implement this strategy:

We are in Year 3 of our staff training with 60% of our staff trained - our goal is 100% by next year.

Teachers are using Restorative Practices to:

- Build classroom community
- Trouble-shoot student issues
- Develop empathy in students
- Engage students across content areas
- Resolve conflicts in a less traditional, more effective manner



Bowditch's High-Leverage SPSA Strategy:

Supporting all students with Restorative Practices

How the Strategy Impacts Students/Families:

Circles provide an opportunity for students to build a sense of **community** with their peers, build **relationships** with their teachers, engage in **hard conversations**, and repair **peer relationships**.

Families are experiencing student consequences with **understanding, empathy, and a proactive approach** to a change in student behavior.



Bowditch's High-Leverage SPSA Strategy:

Supporting all students with Restorative Practices

What Site & Central Resources are we using to support this strategy?

LCAP funds are being used to release a teacher leader for one period to **model Restorative Circles** in classrooms.

Teachers are released to attend **Professional Development** led by the Student Services Department.

We have **two counselors** who are trained in RP who support our students and teachers.

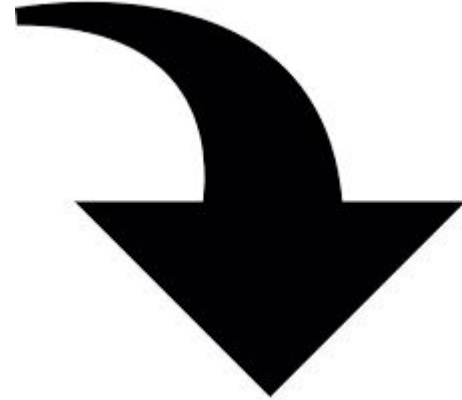


Bowditch's High-Leverage SPSA Strategy:

Supporting all students with Restorative Practices

How we are Measuring our Impact:

We are reviewing our Suspension Rates and Office Referrals on an **ongoing basis** to see a decrease in student incidents.



Recommendation for Approval

Questions?